

Idaho Standards for Blended Early Childhood Education/ Early Childhood Special Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Early Childhood Blended Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The educator knows how ~~to help~~ young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).
2. The educator understands theories, history, and models that provide the basis for early childhood [education and early childhood special education](#) practices [as identified in NAEYC Licensure and DEC Personnel Standards](#).
3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.
4. The educator understands language acquisition processes in order to support [emergent literacy, including](#) pre-linguistic communication and language development.
5. The educator understands the elements of play and how play assists children in learning.
6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.
8. The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).
9. The educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

Disposition

- ~~1. The educator recognizes the importance of the physical, personal-social, emotional, aesthetic, language, and cognitive development of young children.~~
1. The educator respects the historical and philosophical frameworks of early childhood and special education.

Performance

1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.
- ~~2. The educator uses children's growth and development theories as fundamental building blocks of curriculum.~~
2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The educator knows that family systems are inextricably tied to child development.
2. The educator understands the typical and atypical development of ~~parent-infant attachment~~ infants' and young children's attachments and relationships with primary caregivers.
3. The educator understands how learning occurs and that young children's development influences learning and instructional decisions.

4. The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
5. The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance if supportive relationships.

Disposition

1. The educator recognizes the critical role families play as the primary context of development for children.

Performance

1. The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
2. The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance if supportive relationships.

Standard 3: ~~Modifying~~ Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The educator knows aspects of medical care for premature development, low birth weight, ~~and other conditions of medically fragile babies~~young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.
2. The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.
3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.
4. The educator knows how to access information regarding specific children's needs and disability-related issues (e.g., medical, support, and service delivery).

Performance

1. ~~The educator accesses information about methods of care for young medically fragile children who are dependent on technology.~~

1. The educator locates, uses, and shares information about methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

Disposition

1. The educator respects ~~and strives to adapt to~~ children's ~~choices~~ abilities, preferences, and decisions.
2. The educator ~~views~~ appreciates children's ~~mistakes as emergent understanding and does not prematurely limit~~ exploration and inquiry, including unsuccessful attempts, as opportunities for learning.

Performance

1. The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).
2. The educator uses instructional strategies that support both child-initiated and ~~teacher~~ adult-directed activities.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The educator understands the importance of routines as a teaching strategy.
2. The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation ~~mastery~~ in young children.

3. [The educator understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.](#)
4. [The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.](#)
5. [The educator understands crisis prevention and intervention practices.](#)
6. [The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.](#)

Disposition

1. The educator recognizes that young children's ~~asocial~~ behavior is purposeful and values it as an opportunity for learning.

Performance

1. The educator promotes opportunities for young children in natural and inclusive settings.
2. The educator embeds learning objectives within everyday routines and activities.
3. [The educator creates an accessible learning environment, including the use of assistive technology.](#)
4. [The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.](#)
5. [The educator creates an environment that encourages self-advocacy and increased independence.](#)
6. [The educator implements the least intrusive and intensive intervention consistent with the needs of children.](#)
7. [The educator conducts functional behavior assessments and develops positive behavior supports.](#)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Performance

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

Performance

1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.
2. The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of [the Individualized Family Service Plans \(IFSP\)](#) [and Individual Education Programs \(IEP\)](#).
3. The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).
4. [The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.](#)
5. [The educator evaluates and links children's skill development to that of same age peers.](#)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

- ~~1. The educator knows the characteristics of young children that affect [testing](#) situations and interpretations of results.~~
- [1. The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.](#)
- ~~32.~~ The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.
- [3. The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.](#)

4. The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Disposition

1. The educator ~~recognizes~~commits to the importance of assessment practices that support families' relationships with their children and confidence in their children's or their own abilities.
2. The educator recognizes the rights of students and parents/guardians in the assessment process.

Performance

1. The educator ~~screens~~assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).
2. The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.
3. The educator collaborates with families and professionals involved in the assessment of children.
4. The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The educator understands NAEYC Licensure and DEC Personnel Standards.

Performance

1. The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The educator knows the National Association for the Education of Young Children (NAEYC) and the Division ~~of~~for Early Childhood (DEC) Code of Ethics.
2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The educator knows community, state, and national resources available for young children and their families.
4. The educator understands the role and function of the service coordinator [and related service professionals](#) in assisting families of young children.
5. The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).
6. [The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.](#)
7. [The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.](#)

Disposition

1. The educator is sensitive to and honors the changes the family undergoes as children grow and develop.
2. The educator is sensitive to and honors the grieving process experienced by the family of a child with a disability.
3. The educator is committed to finding information concerning community resources and programs designed for young children and their families.
4. The educator views advocacy for young children and their families as an essential role of the early childhood professional.
5. [The educator appreciates the dignity and privacy of children and families.](#)
6. [The educator recognizes the importance of a community in which respect, honesty, caring, and responsibility are cultivated.](#)

Performance

1. The educator practices behavior congruent with the NAEYC Code of Ethics [and the Division for Early Childhood Code of Ethics](#).
2. The educator demonstrates skills in [communicating](#), consulting, and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) [to support the child's development and learning](#).
3. The educator identifies and accesses community, state, and national resources for young children and families.

4. The educator advocates ~~for resources~~ for young children and their families.
5. The educator creates a manageable system to maintain all program and legal records for children.
6. The educator encourages and assists families to become active participants in the educational team including setting instructional goals for and charting progress of children.
7. The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.